

# Chapter 4

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# Governance and Organizational Structure



## INTRODUCTION

The purpose of this chapter is to describe Chandler-Gilbert Community College's governance and organizational structure relative to Criterion Two. All community colleges in Arizona are governed by both the state and county boards. The State Board of Directors for Community Colleges in Arizona provides coordination among the various county districts while the locally elected county community college boards address the individual needs of their constituents. This chapter addresses the community college governance structure of Arizona, Maricopa County, and the Maricopa County Community College District (MCCCD); and evaluates the role that CGCC plays within that structure.

## GOVERNANCE

In 1960, the Legislature of the State of Arizona adopted statutes which made possible the formation of public, county community college districts. This community college act provided, in effect, the State Charter for Community College Districts in Arizona. Two years later the Maricopa County Community College District was formed as provided for in the community college act by vote of the community citizenry.

### State Board of Directors for Community Colleges in Arizona

The fifteen members of the Arizona State Board of Directors for Community Colleges in Arizona are appointed by the governor, and the State Board derives its general powers and administrative powers from Arizona Revised Statutes (ARS) 15-1421.

*Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.*

*GIR #3: It has legal authorization to grant its degrees, and it meets all legal requirements to operate as an institution of higher education wherever it conducts its activities.*

*GIR #4: It has legal documents to confirm its status: not-for-profit, for-profit, or public.*

The roles and responsibilities of the State Board of Directors for Community Colleges in Arizona are broken down into five areas. The first major area is general responsibilities. The State Board's role and responsibility in this area deals with establishing guidelines that community colleges in Arizona use to govern themselves. The second major area is academic and student services. The state board establishes the curriculum and courses, sets standards for student admission, and fixes tuition and fees. The third major area is personnel. The state board certifies college faculty for the purpose of teaching classes at a community college in fields of their specific competence. The fourth major area is finance. The state board establishes uniform accounting systems, authorizes bond elections, allocates state aid to qualified districts, accepts donations and grants, and approves tuition and fee rates. The fifth major area is facilities. The state board determines location of colleges; purchases, leases, or sells real estate; approves minor and major construction projects; and approves the district rules concerning parking and vehicle control.

### **Arizona Department of Education**

Certain federal monies which fund vocational programs at Arizona community colleges are channeled through the Arizona State Department of Education, Division of Vocational Education. The State Director of the Division of Vocational Education is appointed by the governor. The state board approves all occupational programs.

### **Maricopa County Community College District Governing Board**

The Maricopa County Community College District Governing Board derives its authority from Title 15, Chapter 12 of *Arizona Revised Statutes*, a copy of which is available in the NCA resource room. The Board is subject to the provisions of the constitution of the State of Arizona, the policies and rules and regulations of the Arizona State Board of Directors of Community Colleges, to its own policies and procedures, and the expressed will of the electorate. Appendix 4-A identifies the current members of the MCCCCD Governing Board.

The powers and duties of the Governing Board include:

- Examining the management, conditions and needs of each individual college.
- Enforcing the courses of study provided by the state board, and awarding degrees, certificates and diplomas upon completion of such courses and curriculum.
- Following the state mandated requirements for student admission and fixed student tuition and fees.
- Employing, establishing salaries and terminating administrators, faculty and staff according to the district's needs and resources.
- Adopting and monitoring annual budgets and directing the board of supervisors to levy required property taxes.
- Providing insurance, property management, and rules for control of finances, property, and contracts with external parties.

*GIR #5: It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.*

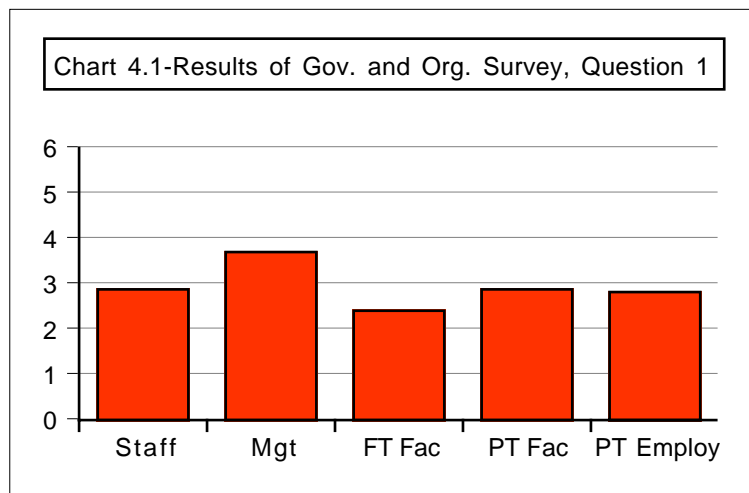
The MCCCCD Governing Board consists of five members elected for staggered terms of six years from five precincts within Maricopa County. A yearly rotation is held among the board members to select the president and secretary. Each month they meet the second Tuesday for a study session and meet the fourth Tuesday for a regularly scheduled meeting where official action is taken on agenda items pertaining to district policies. Board members serve without remuneration.

In 1990, the Maricopa County Community College’s Governing Board approved the recommendations of the Mesa Community College and Chandler-Gilbert Community College Center’s administrations to begin the process of Chandler-Gilbert becoming independently affiliated with the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.

In evaluating the Governing Board’s relationship with Chandler-Gilbert Community College, the Self-Study Committee on Governance and Organizational Structure felt that the election process for the Governing Board, coupled with the consistent tenure of some members of the Board provided integrity and stability for the district. However, there was concern about the growth of the Chandler and Gilbert populations in relation to the growth of the college charged with serving those communities. The perception of CGCC employees, and the community at large, is that the Governing Board is not responsive enough to the needs of the Southeast Valley. The college employees mean score on the Governance and Organizational Structure Survey related to responsiveness to CGCC needs was 2.85. This score was the lowest reported on any of the Self-Study surveys and therefore was discussed at length at meetings of the Steering Committee.

**GIR #6:** *Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.*

**GIR #8:** *Its governing board authorizes the institution’s affiliation with the Commission.*



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

**Question 1. The District Governing Board is generally responsive to CGCC needs.**

NOTE: For all charts throughout this chapter: Staff refers to Professional Staff and Maintenance and Operations Employees; Mgt. refers to Management, Administrative and Technical employees as well as executive employees; FT Fac refers to full-time faculty; PT Fac refers to part-time faculty; and PT Employ refers to all other part-time employees.

The Self-Study Committee on Governance and Organizational Structure recommends the Governing Board with the college and district administrators objectively examine the degree to which the needs of the Southeast Valley and the needs of the college are being met. The committee believes that it is important for employees to feel that the Governing Board is adequately responsive to the needs of the college and the community.

## **MCCCD ORGANIZATION**

The Maricopa County Community College District is one of the largest community college systems in the country with semesterly enrollment of approximately 80,000 credit students between nine colleges and one center.

### **Administration**

The overall district administrative structure, including college presidents and provosts, is shown in Appendix 4-B. The district's chief executive officer, the Chancellor, along with the vice-chancellors, college presidents, and provost maintain ultimate responsibility for the overall governance of the nine colleges and one center of the MCCCD. Each of the vice-chancellors administers one of the four key areas of the district administration: educational and student development, employee relations, information technologies, and business/finance. Brief descriptions of the various district-level administrators are provided below.

**Chancellor of the Maricopa Community College District:** The Chancellor, Dr. Paul A. Elsner, is the chief executive officer of the district and is fully accountable to the Governing Board for the administration of the district. The basic function of the chancellor is to provide leadership and unity of effort.

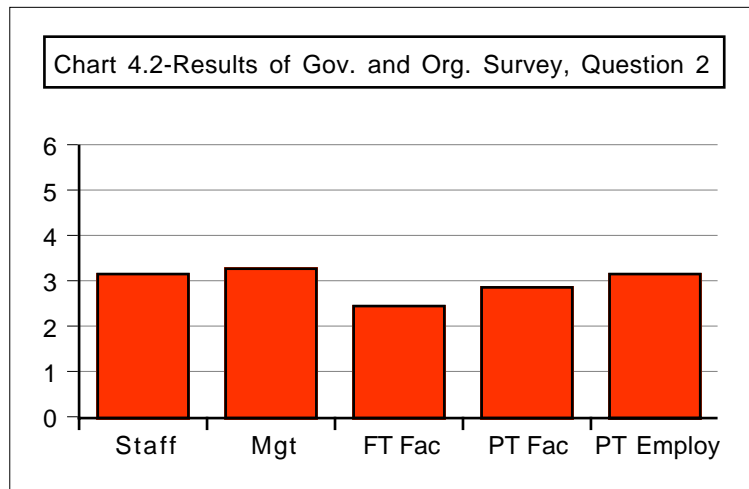
**Vice-Chancellor for Educational and Student Development:** The Vice-Chancellor for Educational and Student Development, Dr. Alfredo G. de los Santos Jr., coordinates the academic and vocational instructional programs of the district, as well as the various student support services. He is also responsible for the district curriculum process, educational planning and design, corporate services, and capital development initiatives.

**Vice-Chancellor for Quality and Employee Development:** The Vice-Chancellor for Quality and Employee Development, Dr. William Waechter, is responsible for all personnel functions, including employment, benefits, affirmative action, professional development and payroll. This individual also serves as the district chief negotiating officer with all employee groups.

**Vice-Chancellor for Information Technologies:** The Vice-Chancellor for Information Technologies, Mr. Ron Bleed, serves as the district's chief information officer, responsible for all information technology functions including planning, budgeting, acquisitions, allocation of computer and communication services and development.

**Vice-Chancellor for Business Services:** The Vice-Chancellor for Business Services, Dr. Rufus Glasper, is the chief financial officer and is responsible for the implementation of the budget, capital construction, fiscal operations and auxiliary enterprises.

In regard to evaluation of the district’s administration, the Self-Study Committee on Governance and Organizational Structure determined that the college community does not generally feel well-supported by the district administration. The perception is that the college facility, budget, and staffing are not adequate given the unique needs of the surrounding communities, and are not adequate in comparison to the resources and responsiveness provided for other colleges within the district.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 2. The District administration (Chancellor, Vice-Chancellors) is responsive to CGCC needs.

The Self-Study Committee on Governance and Organizational Structure recommends that the district administrators and college administrators improve their working relationship. The Committee felt that given the strength and the reputation of the Maricopa District, that the level of dissatisfaction expressed by college employees was a serious concern.

### District Policies and Procedures

The MCCCDCD Policy and Procedures Manual is a working document that codifies responsibilities and rights of all segments of the district community and also includes several sections on basic district procedures. With the exception of section two which covers the responsibilities and rights of the governing board as determined by state law, other sections dealing with personnel are negotiated between representatives of groups and their administrative superiors. Since the MCCCDCD Policies and Procedures Manual is a changing document, it is published each year prior to the fall semester.

The MCCCDCD Policies and Procedures manual includes the following sections:

- I. Policies and Procedures
- II. Governing Board
- III. Administration
- IV. Faculty
- V. Classified Personnel
- VI. Districtwide Personnel Policies
- VII. Students

- VIII. Fiscal Management
- IX. Instruction
- X. Auxiliary Services
- XI. EEO Affirmative Action

A copy of the manual is available in the NCA resource room.

### **Centralized and Decentralized Operations**

The college presidents and provost control local strategic planning and the allocation of resources. Infrastructure operations and services that are centralized at the district include purchasing, facilities planning, data processing, human resources, educational development, corporate services, finance, and legal services.

### **District Committees and Councils**

Numerous district-wide committees and task forces play an important role in shaping the long range operation of the nine colleges and one center. Over the past ten years four district-wide task forces—the Developmental Education Task Force, the Honors Task Force, the Occupational Education Task Force, the Arts and Sciences Task Force—recommended long range plans that have been implemented. The At-Risk Task Force, formed in 1988, is concerned with students who are not completely served by traditional teaching methods and traditional support services. The Ocotillo Project, initiated in 1987, is concerned with continuously improving teaching and learning. The Apollo Steering Committee is charged with implementing the Apollo project, a massive technology and renewal initiative now underway within the district.

The district uses a variety of committees to plan and implement policies. These committees include the Chancellors Executive Council (CEC), the Chancellor's Financial Advisory Committee (CFAC) formerly known as the Budget Development Executive Council (BDEC), the Capital Development Executive Council (CDEC), Quantum Quality Executive Council (QVEC), the Information Technologies Executive Council (ITEC), the Academic Computer Users Group, the District Curriculum Committee, the Instructional Deans Council, the Occupational Dean's Council, the Administrative Services Group (ASG), the Deans of Students Council, the Directors of Admissions and Records Council, the Financial Aid Directors Council, the Job Placement Committee, the Athletic Directors Council, the Employee Benefits Advisory Council (EBAC), the Employee Relations Committee, the Instructional Councils for each academic and occupational discipline, the Libraries and Related Agencies Directors Organization, the Professional Growth Committee, the Public Relations Council, and the Staff Development Committee. CGCC is represented on all appropriate district committees.

### **CGCC ORGANIZATION**

The CGCC organizational structure has been designed to provide the necessary governance of the institution and to support the college's mission and goals. Appendixes 4-C and 4-D show the administrative structure at the college including the functions and departments reporting to each dean.

There have been a number of recent changes in the administrative structure of the college, given the expansion of campus facilities, the development of new

instructional programs, and the addition of the extensions at Sun Lakes Education Center (SLEC) and Williams Education Center (WEC). In the spring of 1996, a Dean of Continuing Education and an Associate Dean of Instruction were added to the administrative team. The new organizational structure has continued to support the mission and goals, foster a student-centered environment, promote communication among employees, and allow for participative decision-making.

### **Administration and Management**

Each college administration and management position will be briefly described. The Appendices related to Chapter 4 provide visual charts of the relationships between positions.

**College President:** Mrs. Arnette Ward serves as the chief executive officer of Chandler-Gilbert Community College and is responsible for the total operation of the college within the policies and procedures directed by the Governing Board or Chancellor. The President reports directly to the Chancellor.

**Dean of Instruction:** Dr. Margaret Hogan plans, organizes, administers and promotes the development, implementation, and evaluation of educational services, seven academic divisions, instructional programs, and related instructional support services, such as the library and learning assistance services. She also oversees instructional design, faculty/staff development, student learning outcomes assessment, and a number of special projects. This position reports to the college president. See Appendix 4-E for an organizational chart that depicts the various divisions and departments that report to the Dean of Instruction.

**Dean of Student Services:** Ms. Lois Bartholomew plans, organizes, and generally directs the areas of admissions, registration, records, financial aid, student life, student services information, advisement, alternative school, assessment, orientation, recruitment, counseling, career services, special student services, telecommunications/media, and other special projects. This position reports to the college president and Appendix 4-F depicts the various services that report to the Dean of Student Services.

**Dean of Administrative Services:** Ms. Patti Johnson plans, organizes, and generally directs the areas of strategic planning and budgeting, institutional effectiveness, information services, public relations and marketing, fiscal services, research and development, grants, capital development funding, bond projects, personnel, campus auxiliary services (food, bookstore, and copy services), and other special projects. This position reports to the college president, and Appendix 4-G depicts the various departments and functions that report to the Dean of Administrative Services.

**Dean of Continuing Education:** Dr. Frank Ramirez plans, organizes, and generally directs the areas of continuing education/non-credit programming, athletics and recreational program development, Sun Lakes Education Center, capital development construction supervision, buildings and grounds, security, and special projects. This is a new position as of the spring of 1996 which reports to the college president. Appendix 4-H depicts the departments that report to this Dean.

**Associate Dean of Instruction:** Mr. John Underwood assists the Dean of Instruction with supervising instructional computing, administrative computing, instructional programs, and services. In addition, he coordinates occupational education and

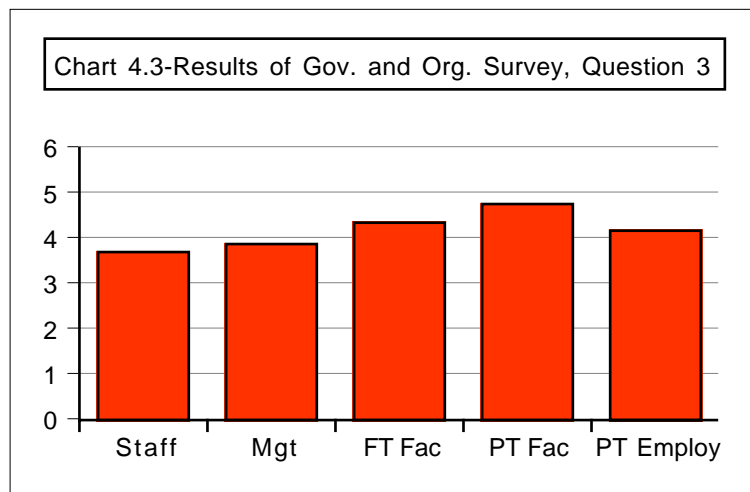
*GIR #7: It has an executive officer designated by the governing board to provide administrative leadership for the institution.*

Over 5 years, the President and the Deans made personal contributions totaling \$20,000 for student scholarships.

business/industry programs. This position reports to the Dean of Instruction. Appendix 4-I depicts the departments that report to this new Associate Dean's position which was established in the spring of 1996.

As part of the evaluation process, the Self-Study Committee on Governance and Organizational Structure thoroughly reviewed the various organizational charts and the functions which reported to each college administrator. The committee was notified that some changes in the organizational structure are pending in the summer of 1996 as the new administrators become assimilated into the management team. It is the recommendation of the committee that the administration thoroughly review which functions report to which Dean so that similar departments are grouped together. Another possible solution would be to give the Deans titles that more appropriately describe their tasks. For example, the Dean of Continuing Education, not the Dean of Administrative Services, supervises the Maintenance and Operations and Public Safety (Security) departments. The Telecommunications/Media Department reports to the Dean of Students although it provides primary support to faculty and works in conjunction with the library and computer services departments, which report to the instructional division.

An evaluation of the Executives (the President and the Deans) by the college employees indicates that most employees were in agreement that CGCC's executive team seeks feedback from all levels of the organization, although scores for PSA (Professional Staff Association) and MAT (Management/ Administrative/ Technical employees) were slightly lower than those from faculty and part-time employees.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 3. CGCC executive team (President and Deans) seeks feedback from all levels within the college.

In addition to the administration, the division chairs and managers provide direct day-to-day management of their specific divisions and departments. A brief description of each management level position is provided below.

Division Chairpersons: The Division Chairs recruit, hire, supervise and evaluate part-time faculty, as well as develop the class schedule, handle student issues relative to courses within their division, and serve on the Academic Leadership

Team. Faculty members report to division chairpersons and the division chairpersons report to the Dean of Instruction. As of spring 1996, the division chairs were:

Academic Divisions

Aviation  
Business and Computer Information Systems  
Communications and Fine Arts  
Counseling  
Languages and Humanities  
Science and Mathematics  
Social and Behavioral Sciences

Division Chairpersons

Joe McCourt  
Lee Garza  
Gordon Jesse  
Debra Glasper  
Pam Davenport  
Chuck Bedal  
Sandra Stuebner

Coordinator, Library Services: Larry Miller coordinates the operations of Library Services including faculty librarians and staff. The Coordinator recruits, hires, supervises, and evaluates part-time librarians, handles student issues relative to the library, and serves on the Academic Leadership Team. The Coordinator reports to the Dean of Instruction.

Coordinator, Computer Services: Victor Navarro coordinates the operation of Technical Support Services (TSS) including both administrative and instructional applications involving microcomputer and mainframe equipment. This manager supervises computer operators and technicians and the mainframe computer system, and provides technical support for instructional computer labs. The manager also makes recommendations on equipment and software purchases, coordinates the distribution and installation of computer equipment, sets up and maintains computer equipment, and provides technical assistance in the planning and implementation of computer information systems and telecommunications. The manager of Computer Services reports to the Associate Dean of Instruction.

Manager, Computer Lab: Dean Peterson directs the instructional computer labs and provides student and faculty support for open-entry and structured classes, and software decisions. In addition, he provides computer-related staff development to employees. This position reports to the Associate Dean of Instruction.

Director, Telecommunications/Media: Kent Duffy plans, directs, and implements the functions of the Media Center by providing central distribution of electronic information, by selecting and circulating media materials, supervising the delivery of audio visual equipment to classrooms, producing original classroom media materials, maintaining and repairing of audio visual equipment, and providing technical support for distance learning classes. This position reports to the Dean of Student Services.

Supervisor, Admissions and Records: Ruth Romano supervises the student admissions, registration, and records process at the college including application, residency classifications, grade posting, and transcript functions. This position reports to the Dean of Student Services.

Director, Student Life: Duane Oakes plans, directs, and implements student activities, student leadership programs, and special events for the college. He creates a master college calendar of annual events, produces the Student Handbook, assists with the coordination of the service learning program, serves as advisor to the Associated Students, and assists with college recruitment efforts. This position reports to the Dean of Student Services.

Director, Financial Aid: Doug Bullock directs, plans, and implements the functions of the student financial aid program and placement activities associated with college-based student employment. In addition to administering the federal aid programs, he also manages the college scholarship program. This position reports to the Dean of Student Services.

Fiscal Agent: Carolyn Sittner organizes and implements fiscal services at this college with an emphasis on budget and cash control, in accordance with policies and procedures of the district business services division. The fiscal department provides services to students as part of the registration and financial aid processes, as well as to employees as they deal with budgets. The fiscal agent reports to the Dean of Administrative Services.

Director, Buildings and Grounds: Chris Cress directs the overall custodial, grounds and crafts activities necessary to operate and maintain the college buildings and grounds. He and his staff coordinate the maintenance and operations of college facilities, grounds and mechanical equipment. Recent initiatives in this department include developing and coordinating preventative maintenance programs, energy conservation programs and maintenance and operations training programs. The director of buildings and grounds reports directly to the Dean of Continuing Education.

Chief, Public Safety: Joe Garcia directs and coordinates the enforcement of rules and regulations of the college to maintain order and ensure a safe environment for students, faculty, staff, and the general public. This department is also responsible for coordinating security at CGCC off-site locations including the Williams Education Center and the Sun Lakes Education Center. The chief security officer reports to the Dean of Continuing Education.

Institutional Research Specialist: Cathy Urbanski gathers, analyzes and publishes data for use in college decision-making. Cathy provides extensive support for the Student Learning Outcomes Assessment Committee and the Institutional Effectiveness Committee, as well as providing on-going research for the administration. This position reports to the Dean of Administrative Services.

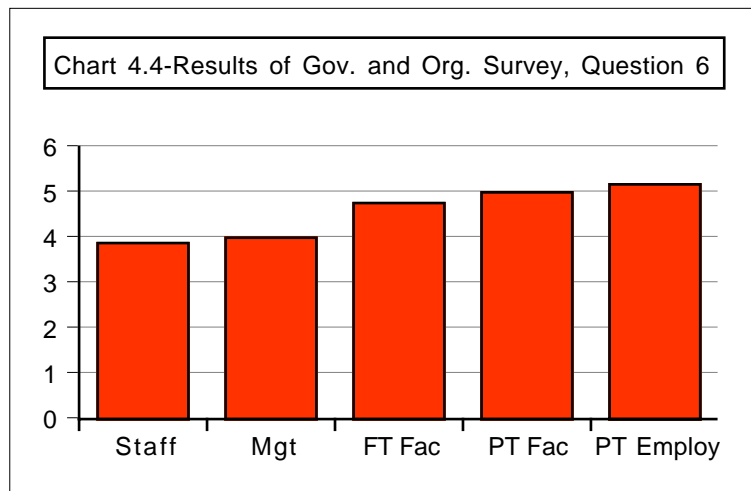
Coordinator, Resource Development: Suzanne Aragoni supports faculty and staff in researching and applying for internal and external grants funding, and identification of other funding sources. This position reports to the Dean of Administrative Services.

Coordinator, Fitness Center: Lori Anonsen supervises the operations and staffing of the Fitness Center; instruction in the Fitness Center; development and implementation of health, nutrition, physical education, and recreation credit and non-credit courses; and develops employee and student wellness programs and events. Additionally, she has provided support and assistance for the opening of the new fitness center at the Williams Education Center. The Coordinator of the Fitness Center reports to the Division Chair for Social and Behavioral Sciences.

Coordinator, Williams Education Center: Ken Schultz is the director of the Williams Education Center (WEC), the off-site campus location at the former Williams Air Force Base. He plans, directs, recommends, and implements all facility needs to support the instructional programs of the consortium of Maricopa Colleges involved at WEC. He supervises the operation and staff; provides support services for academic and occupational/technical training and instruction on-site;

oversees compliance with federal and state, local and district guidelines pertaining to the conveyance of federal, state and local property; develops annual federal, state and district reports; develops and manages WEC budgets; and serves as district and college liaison on facilities and support services issues with college, university, business, industry and the Williams Gateway Airport Authority partners. This position reports to two college presidents: the CGCC and MCC presidents share the supervising responsibilities for this position and for WEC.

An evaluation of the division chair and department manager communications with their employees indicates that most employees feel that chairs and managers seek adequate feedback from employees. Professional staff employee responses indicate that in general they would like to have managers seek more feedback from them. Given that most organizations find it difficult to keep part-time employees in the communication and feedback cycle, the Self-Study Committee felt that satisfaction scores from part-time faculty and other part-time employees were very high.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 6. Division chairs and department managers seek feedback from members of their division/department.

### External Agency Relationships

CGCC has entered into a variety of relationships with external agencies to provide additional services to various clientele. These relationships often carry with them additional compliance requirements. For example, the curriculum, facilities and equipment, of the Federal Aviation Administration-approved Aircraft Maintenance Technology (AMT) and flight technology programs are all subject to FAA scrutiny.

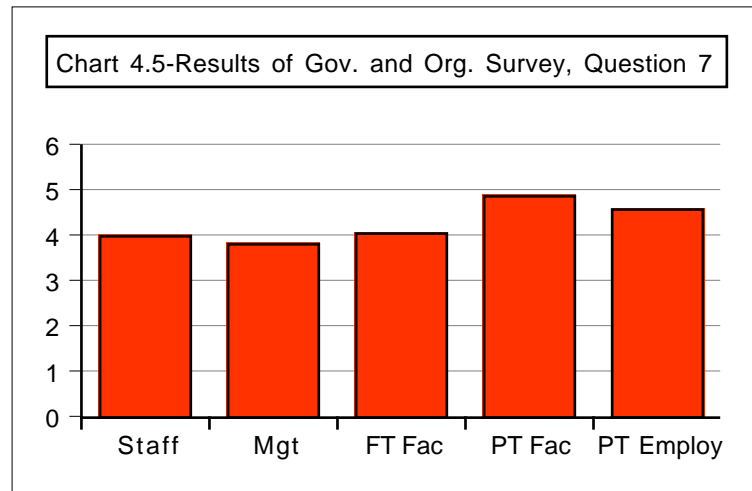
### Auxiliary Services

At CGCC, services of the bookstore, cafeteria, copy service, janitorial service, and landscape maintenance are performed by private organizations. These organizations are continually monitored to ensure that their services meet the needs of the school and the students.

## Academic Division Structure

Presently, there are seven academic divisions: Aviation, Business and Computer Information Systems, Communications and Fine Arts, Counseling, Languages and Humanities, Science and Mathematics, and Social and Behavioral Sciences. The Coordinator of Library Services reports to the Dean of Instruction. Librarians act as liaisons to academic divisions.

Division Chairs are elected by their respective divisions; the *Division Chair Selection Policy* addresses role, responsibilities, and replacement of division chairs. The disciplines within each division are outlined in Appendix 4-J. The division chair selection policy is available in the resource room.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 7. Current discipline groupings for academic divisions seem appropriate.

Chart 4.5 indicates that most full-time and part-time employees agree that the disciplines are appropriately grouped into divisions. The Self-Study committees examined the comments that accompanied the employee survey and found that there were a few specific areas that the Academic Leadership Team might choose to reexamine at some point. Several comments indicated that there was confusion as to why the counseling department had become a separate division while the library was not a division. Others questioned specific course groupings within divisions asking questions such as why English, reading, and communication were not in the same division. Still others thought that some divisions may be getting too large for any one division chair to effectively manage. These results have been shared with the college groups responsible for making changes in structure.

## Councils and Committees

Councils and committees play a significant operational role in the CGCC participative environment. They advise the President and other administrators, complete specific tasks in ongoing college operations, make recommendations and develop action plans, depending on the group's charge.

The Executive Team (Execs): This group's purpose is to provide the executive leadership for the college in regard to strategic planning, budgeting, and relationships with the college, district administration, governing board, and the community. President Arnette Ward serves as the chairperson, and each Dean and the Associate Dean serve on the council. The council meets weekly in closed session to discuss issues as diverse as college directions, policies, personnel issues, and institutional effectiveness. The meeting is used to provide the President with a regular update on the operations of the college.

President's Executive Council (PEC): PEC is the official review and approval body for most college matters. PEC is chaired by the President and includes the Deans, the Associate Dean, the WEC Director, the Chair of the Division Chairs, the MAT (Management, Administrative, and Technical employees) President, the PSA (Professional Staff Association) President, the Faculty Association President and Faculty Association President-Elect. This council often invites guests to give presentations or provide input on decisions. Minutes of PEC proceedings are published over the electronic mail system and are available to all employees, students, and community members.

President's Executive Council Plus (PEC+): PEC+ consists of the President's Executive Council plus area supervisors and managers. The purpose of this committee is to periodically update the supervisors of departments on college directions and issues, as well as to update the college leadership on general operations.

Academic Leadership Team (ALT): Chaired by the Dean of Instruction, and co-chaired by the Chair of the Division Chairs, this committee provides leadership on instructional issues. Membership includes the Dean and Associate Dean of Instruction, all division chairs, and the Coordinator of Library Services. Their primary purpose is to plan and coordinate instructional programs, classes and academic support services; they also coordinate long-range instructional planning including capital development, resource allocation, and program evaluation.

Strategic Planning and Budgeting Committee (SPBUD): Chaired by the Dean of Administrative Services, committee members include the President, Deans and Associate Dean, Faculty Association President and President-Elect, Chair of the Division Chairs, PSA President, MAT President and President of Associated Students. The Instructional Computing Coordinator, Computer Services Coordinator, Telecommunications/Media Director and Fiscal Agent serves as resources on this committee. The purpose of this committee is to assist in planning and allocating the annual capital and operational budgets for the college.

Curriculum Committee: Chaired by the Dean of Instruction, this committee evaluates curriculum proposals initiated at CGCC and the impact the proposals have on the resources and other curricula of the college. The group includes one representative from each academic division, and resource persons such as the curriculum technician, the Associate Dean of Instruction, the Supervisor of Admissions and Records, and the Coordinator of Library Services.

Student Learning Outcomes Assessment Committee: This group was formed two years ago as a result of the NCA mandate on outcomes assessment. It is chaired by a faculty member and meetings are attended by the Dean of Instruction and the Institutional Research Specialist. Each academic division has a representative on this committee and resource members include the curriculum technician, and the

*GIR #11: Its faculty has a significant role in developing and evaluating all of the institution's educational programs.*

supervisor of admissions and records. The committee developed the student outcomes assessment plan for the college and has been overseeing implementation and data analysis in the 1995-96 year.

**Institutional Effectiveness Committee (IE):** This committee has been reactivated to provide additional input and support for the evaluation of college outcomes in regard to the college strategic plan for the years 1996-2001. The group will be chaired by a faculty member and meetings will be attended by the Dean of Administrative Services and the Institutional Research Specialist. Membership will include a cross-section of the college community.

**Faculty Staffing Committee:** Members of the faculty staffing committee are appointed by the Faculty Association President. The committee also includes the Dean of Instruction. This committee makes recommendations to the President regarding the number and type of faculty who should be hired within a given year, as well as the specific faculty position priorities.

**Student and Administrative Services Committee (SAAS):** Jointly chaired by the Dean of Student Services and the Dean of Administrative Services, this group meets once per month to review the services provided to students and employees. Meetings often include presentations about various departments and services, discussions about how to collaborate on providing services, and activities designed to foster teamwork.

**Cultural Diversity Committee:** This ad hoc committee was recently established by the President to develop a plan to assess the college climate regarding cultural diversity in all facets of college operations, and to make recommendations to the administration. A faculty member chairs the committee which will get fully underway in the 1996-97 academic year with administrative support provided by the Dean of Students, who is in charge of EEOC/Affirmative Action issues, and the college President.

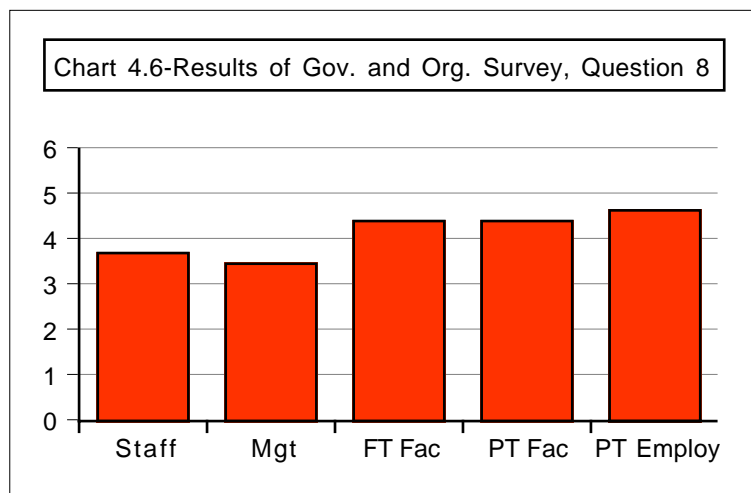
**Student Retention Committee:** This committee's purpose is to develop a plan and recommend actions that will increase student retention, particularly among at-risk students. The committee is chaired by a counseling faculty member and includes faculty and staff from both student services and instruction.

In addition to the committees listed above which provide direction to large portions of the college, there are a number of standing committees which exist to support specific departments, events, or initiatives including: Admissions and Standards Committee, Financial Aid Appeals Committee, Scholarship Committee, Service Learning Leadership Team, Graduation Committee, Instructional Computing Committee (ICC), Administrative Technologies Committee (ATC), International/Intercultural Education Committee, Marketing and Public Relations Committee, and the Staff Development Committee.

Ad hoc committees are periodically formed to develop recommendations for the college administration on particular issues. For example, there was an ad hoc committee formed to plan and communicate the capital bond election in the 1993-94 year. As a result of the Self-Study process, there may be an ad hoc committee formed on employee recognition and awards.

The Self-Study committee on Governance and Organizational Structure reviewed a report provided by the Deans on committee structure and membership. It was determined that although many committees exist for a small college campus, most of them were necessary and seemed to be perceived as necessary in a participative organizational structure. There seemed to be some overlapping agendas among committees. A review of committees might make it possible to collapse some of these groups into one another. For example, the Curriculum Committee seemed to be readdressing some of the issues already discussed by the Academic Leadership Team. The PEC+ group seemed to function predominantly to share information which might be accomplished in some other manner. It also appeared that some faculty and staff are participating on many committees while some are less willing to contribute. Measures should be considered that encourage a better balance of committee participation by all employees.

Most employees indicated that committee recommendations were taken into account as the executive team makes final decisions, as shown in Chart 4.6.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 8. Committee recommendations are taken into account as the executive team makes final decisions.

### Extension Sites

In addition to the main campus, the college has two extension sites which are described in Chapter 2.

The Williams Education Center is the home for CGCC Aviation programs. CGCC also provides general education courses for CGCC and Arizona State University programs at WEC. The Williams Education Center has a Director charged with coordinating facilities and administrative services. The Dean of Instruction oversees the academic programs at WEC and coordinates those programs with Arizona State University East.

The Sun Lakes Education Center will serve the retirement community of Sun Lakes. The Dean of Continuing Education has responsibility for the development of the Sun Lakes Education Center, with the help of an assistant who lives in the retirement community.

The extension sites were in the planning stages when the Self-Study Committee did the bulk of its work. The only evaluative information available at this stage is that employee comments on organizational structure surveys indicate a concern that internal communication will become more difficult given the “spreading out” of employees to the two extension sites.

### **Faculty Governance**

The primary function of the Faculty Association is to represent the faculty in employment and professional matters with the college, the district administration, and the district governing board. Faculty members pay annual dues to belong to the Association. The Association elects an executive council comprised of a President, President-Elect, Secretary and Treasurer. The CGCC Faculty Association President and President-Elect serve on the district-level Faculty Association Executive Committee. The Faculty Association is currently affiliated with the American Association of University Professors (AAUP).

In addition to representing faculty in matters related to employment, benefits, evaluation, etc., the association also participates in the formation and implementation of educational policies for the college and the district.

Faculty Association committees provide input to the administration on faculty staffing/hiring, professional growth and development, faculty offices, and other issues. The Faculty Association President and President-Elect serve on the President’s Executive Council.

### **Management/Administrative/Technological Personnel Governance**

Managers and administrative staff (other than the college president) are organized under the management/administrative/technological personnel (MAT) association. The purpose is to promote the professional effectiveness, recognition and organization of Chandler-Gilbert MAT employees. The CGCC MAT employees select a President each year which represents them at the MAT district executive committee. The MAT association initiates the study of organizational issues, encourages cooperative relationships among management employees, and promotes conferences, workshops, and other activities that may benefit the members.

The Maricopa Community College District governing board recognizes the MAT as the meet and confer representatives for all full and part-time board-approved management and administrative employees. MAT rights and personnel rights, employment conditions, resolution of controversy, and employee benefits are covered and listed in the *MAT Policy Manual* published annually.

CGCC’s MAT president serves on the President’s Executive Council and represents CGCC at district-level MAT meetings.

### **Professional Staff Governance**

The Professional Staff Association (PSA) exists to represent support staff employees in a variety of employment and professional matters. The campus PSA employees annually elect an executive council consisting of a President, President-Elect, Secretary and Treasurer. The PSA President serves on the President’s Executive Council and represents CGCC staff at the district-level.

The Maricopa Community College District governing board recognizes the PSA as the meet and confer representatives for all full and part-time board-approved support staff employees. PSA rights and personnel rights, employment conditions, resolution of controversy, and employee benefits are covered and listed in the *Professional Staff Policy Manual* published annually.

### **Maintenance and Operations Personnel Governance**

Maintenance and operations employees have their own policy manual and employee group. Chandler-Gilbert has only two employees in this category and they are not actively involved in district-level meetings and issues. However, the opportunity exists for their representation and participation in the governance structure.

### **Student Governance**

The Associated Students of Chandler-Gilbert Community College (ASCGCC) is the student leadership organization at CGCC. The ASCGCC consists of a president, vice-president, secretary, and treasurer, who are elected annually by the student body. Their purpose is to represent and be the voice of students at CGCC. All students are invited to participate in ASCGCC activities and most students are eligible for appointed and elected offices within the organization.

ASCGCC is also the umbrella organization that helps to organize and administer all other student organizations at CGCC. The Director of Student Life advises ASCGCC. Each student organization has a faculty or a staff advisor.

An ASCGCC member attends Governing Board sessions to update the governing board about student concerns, issues, and activities. In addition, Associated Students representatives are invited to serve on all college committees.

The Self-Study Committee on Governance and Organizational Structure examined the degree to which students at CGCC are involved in governing board meetings and college issues. CGCC's student leaders are actively involved in college governance and activities. They attend meetings of the Governing Board, meet regularly with the President and the Dean of Students, and serve on some college committees.

*CGCC Associated Students raised more than 10,000 cans of food during the Chancellor's campaign to feed the homeless and received special recognition for their exceptional effort.*

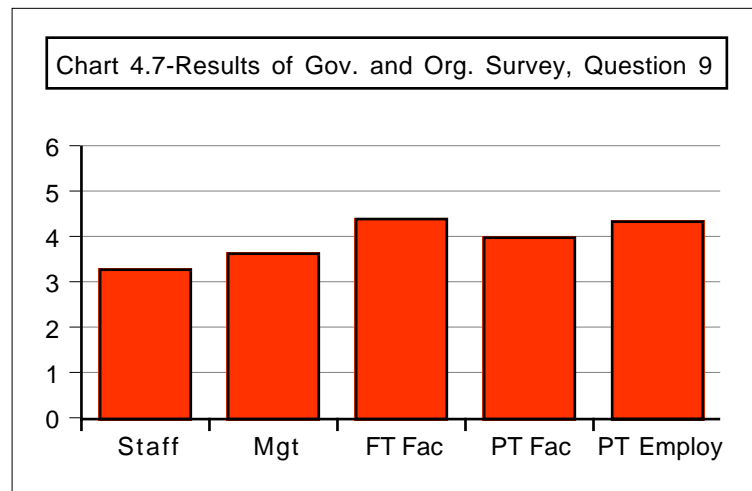
### **SUMMARY**

Chandler-Gilbert Community College is a unit of a large multi-college district, the Maricopa County Community College District. The MCCCCD Governing Board derives its authority from Title 15, Chapter 12 of the Arizona Revised Statutes. The Board is subject to the provisions of the constitution of the State of Arizona and the policies, rules, and regulations of the Arizona State Board of Directors for Community Colleges. It is also subject to its own policies and procedures and the will of the electorate.

The evaluation of the Self-Study Committee on Governance and Organizational Structure indicates that the general governance and organizational structure is adequate, particularly at the campus level. District-wide policies and procedures for employee groups, as well as for a variety of financial, staffing, and operational functions are thorough and well-documented.

Given the level of dissatisfaction about Governing Board and District responsiveness to college and community needs, the Self-Study Committee on Governance and Organizational Structure felt that the survey results regarding the local college administration and structure were generally positive. The organizational structure itself seems to not always make sense to employees; that is, it is not self-evident why certain functions report to certain Deans, or why certain disciplines are not grouped together in an academic division. However, a general sense exists that the college functions well to accomplish its purpose and goals.

Regarding decision-making, management (MAT) and staff (PSA) employees felt that some decisions were not being made at the appropriate level in the organization. After reading survey comments, the Self-Study committee was unclear as to whether the concern was that decisions were being made at too high a level in the organization or at too low a level, so further analysis would have to take place before a recommendation for change could be made.

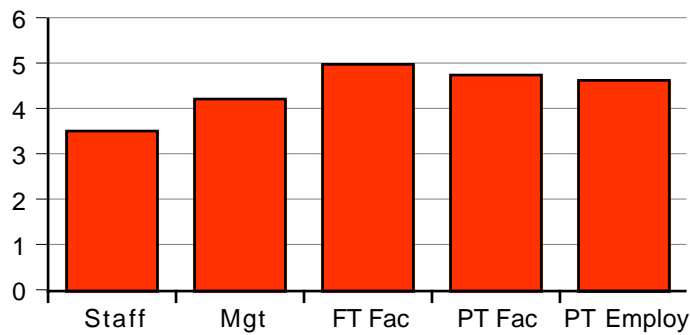


(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 9. Decisions are made at the appropriate level in the organization.

Communication patterns were examined by the Self-Study committee and it was determined that the organizational structure does not impede communication, but more can be done to improve communication channels among employees across departments, divisions, employee groups, and committees. Some committees and departments are finding methods to share information and keep current about changes in the college programs and services, such as publishing minutes over the electronic mail system or sending news briefs to full-time as well as part-time employees.

Chart 4.8-Results of Gov. and Org. Survey, Question 13



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 13. Generally, there is a cooperative working relationship between the faculty, staff, and administration.

Self-study committee members felt that the organizational structure was flexible enough to encourage collaboration among people from different departments, and cooperative working relationships among college employees had been established.

### Strengths

- CGCC is part of a large, respected community college district and benefits from this relationship.
- District-wide organizational structures, policies, and procedures are well-documented and thorough.
- Cooperative working relationships exist among college faculty, staff, managers and administrators. Collaboration is encouraged throughout the college organization.
- Feedback from employees is sought in decision-making.
- There is a participative organizational structure. Representatives of all employee groups are included in discussions and decisions, including the Presidents Executive Council.
- There is sufficient administrative support for teaching, learning, and serving at CGCC.

### Challenges

- CGCC employees feel that the Governing Board and the MCCCC administration is not responsive enough to their needs and the needs of the Southeast Valley communities.

- Administrative functions or titles of Deans may need some refinement so that they make sense to college constituencies.
- Internal communication will become more difficult given the “spreading out” of employees at the main campus and the two extension sites.